

# Terrorism

## A War Without Borders





# **Terrorism A War Without Borders**

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## **Table of Contents**

Table of Contents .....	<b>1</b>
Introduction .....	<b>3</b>
Points for Emphasis .....	<b>5</b>
Timeline .....	<b>6</b>
Pre-Video Activities .....	<b>7</b>
Video Script .....	<b>9</b>
Video Activities .....	<b>13</b>
Map Activities .....	<b>15</b>
World Map .....	<b>16</b>
Map of Events .....	<b>17</b>
Defining Terrorism .....	<b>19</b>
Cooperative & Differentiated Learning Activities .....	<b>22</b>
Graphic Organizer .....	<b>24</b>
Research Unit .....	<b>26</b>
Related Websites .....	<b>29</b>
Response Card .....	<b>31</b>



# Terrorism A War Without Borders

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## An Introduction

**Terrorism A War Without Borders** was produced by the United States Department of State in collaboration with a special committee of social studies educators. The video, print materials, and other resources in this package are intended for use with middle school and high school courses.

The purpose of this instructional package is to help students to understand the connection between world events and their own lives and those of others in their community. It builds upon the resources of the U.S. Department of State, and can be augmented by a vast range of other instructional materials and information sources available through newspapers, television, and the Internet, and teachers are encouraged to pursue these additional sources.

The video and instructional materials in this package were designed to provide classroom teachers with a high degree of flexibility in using some or all of the elements. The package can be used as a unit of instruction or individual elements may be incorporated into existing units or lessons. The video lends itself to use as a stimulus for classroom discussion, as well as an introduction to a series of lessons on the topic.

In producing instructional materials of this nature, the developers recognize that the audience represents a vast range of interests and abilities, not to mention local

and state curriculum standards and requirements. The suggested lessons reflect *Expectations of Excellence: Curriculum Standards for Social Studies* developed by the National Council for the Social Studies. Teachers are encouraged to modify the suggested lessons and other materials in ways that are appropriate for their students, courses, and other local circumstances.

All of the materials produced by the Department of State included in this package may be reproduced and disseminated without specific permission. However, some of the websites in the list of resources may have copyright restrictions, and teachers are advised to review and abide by those restrictions.

Print materials are provided in black on white format so that they may be easily reproduced by means of electronic copying. They may also be scanned into computer files so that teachers may customize materials for their own classrooms.

This is the first program in a continuing series that will be produced by the Department of State. We hope that you find it useful for your classroom and will look forward to other programs. A response form is included with this package and your comments and suggestions will be helpful in the development of future instructional packages.

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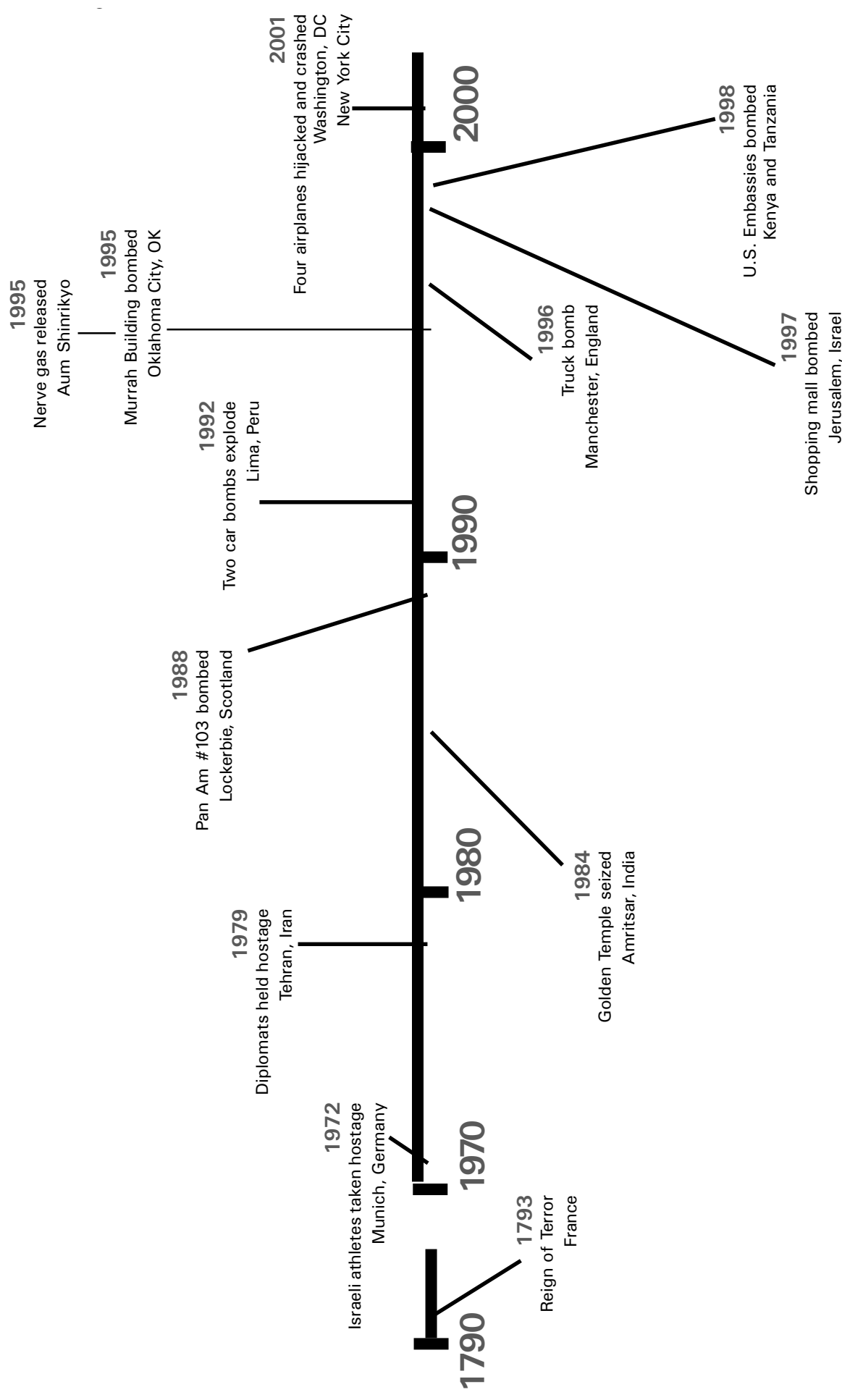


## Points for Emphasis

The following points should be emphasized related to the videotape and activities in this instructional packet.

- ◆ Terrorism has existed for centuries.
- ◆ Terrorists often challenge something, such as the actions or policies of a government, religious group, corporation, or other organization.
- ◆ There is no single definition of terrorism or who is a terrorist.
- ◆ Some terrorist organizations:
  - ◆ Are recent while others have a long history;
  - ◆ Have many members while others have just a few members;
  - ◆ Are well-organized while others have an undefined structure;
  - ◆ Are well-financed while others have meager resources.
- ◆ Terrorists and terrorist organizations often:
  - ◆ Commit public acts of violence;
- ◆ Create fear and apprehension among the populace of an area;
- ◆ Seek to attract publicity for their cause;
- ◆ Attack civilian rather than military targets;
- ◆ Claim political motives for their actions..
- ◆ Responses to terrorist activities can include:
  - ◆ Statements condemning their actions;
  - ◆ Initiatives to obtain international cooperation to prevent terrorist acts and punish terrorists;
  - ◆ Political or economic sanctions against the region of their home base and/or the nations supporting them;
  - ◆ Criminal prosecution;
  - ◆ Military action against the terrorists and their supporters.

# Timeline



TerrorismAWarWithoutBorders♦TerrorismAWarWithoutBorders♦TerrorismAWarWithoutBorders



# Pre-Video Activities 1

## Standard:

- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governments

**Grade Level:** 9 - 12

**Objectives:** The student will:

- ♦ use prior knowledge to explain terrorism.
- ♦ use critical thinking skills in forming opinions.

**Time:** 10 to 15 minutes

**Materials:** Questioning worksheet (see next page)

## Procedures:

Depending on the lesson intent, choose to use this activity as a discussion, pre-test, or group activity. Please select the option that is best-suited for your students. The teacher or students may generate additional questions. Copy the questions or make an overhead transparency.

## Extension Activities:

1. Survey students at lunch with the same questions. Record their answers and produce a graphic showing the results of your survey. Share your findings.
2. Ask those around you at home the same questions. Keep a journal of their answers for a follow-up discussion.
3. Research: using the British Broadcasting Cooperation website or any newspaper or media site, record 14 days of terrorist activities throughout the world. Prepare a presentation for your class on the results of your research.

## Pre-Video Activities 2

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### Directions:

The following questions may be used for the purpose of:

- ♦ Discussion
- ♦ Pre-test
- ♦ Group Activity

Prior to showing the video or distributing packet material to students, use the following activity to determine the knowledge base of the students.

### Activity 1

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#### Using Prior Knowledge

1. List countries that have been affected by terrorism.
2. List as many terrorist acts as you can.
3. In your opinion, what are the goals (objectives, hopes) of terrorists?
4. In your opinion, what makes an action a terrorist act?

### Activity 2

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#### Observations

Using the pictures on the cover of the packet, begin a discussion of terrorism and discover how much the students know about the topic. Use these guiding questions:

1. What do all these pictures have in common?
2. How many of these terrorist acts can you identify?
3. Can you identify any country in which these terrorist acts occurred?
4. Can you identify any groups involved in terrorism?
5. Can you identify the goals of any terrorist groups?

### Closure:

Share information from pre-test, group activity or discussion wrap-up.

# Video Script

Image:  
September 11, 2001

## Narrator:

September 11, 2001. The attacks on America shocked us as never before. We were the victims, and terrorism became a gruesome reality. People all over the world shared our horror and grief.

## Students:

- Before September 11<sup>th</sup>, we didn't really think about terrorism in the U.S. very much.
- I think terrorism is the loss of the opportunity to take something for granted.
- I think terrorism is a pretty broad concept. How exactly do you define it?

## Narrator:

Terrorism is difficult to define. It is generally accepted that terrorism is the use of violent or intimidating acts against people or property, especially for political purposes. Terrorist acts are deliberately shocking, and are intended to cause a psychological reaction to violence in as large an audience as possible.

## Student:

I didn't really think that much about terrorism before September 11<sup>th</sup>. When did terrorism start? Is this something new?

## Narrator:

No, it's not new. Terrorist acts have taken the lives of people throughout history.

## Video Script 2

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Image:  
French Revolution

In fact, the term “terrorism” evolved during a phase of the French Revolution known as the “Reign of Terror.” From 1793 to 1794, one faction of the Revolution used violent methods to weed out “traitors” and to spread “terror” throughout the country. In just six weeks, more than 1,300 people were guillotined in Paris alone.

Today, assassinations, hijackings, gassings, and bombings are common terrorist tactics. And, by attracting attention through the media, especially television, terrorists are now able to reach a wider audience than they ever thought possible.

Image:  
Map of Terrorist Events

Throughout history, few places in the world have been untouched by terrorism. These are among the most shocking attacks:

Image:  
Munich Olympics

**September, 1972.** As the world watched the Olympic Games in Munich, Germany, the Palestinian terrorist group, “Black September”, tried to force Israel to release 200 Arab prisoners by taking eleven Israeli athletes hostage in the Olympic village. The terrorists killed nine hostages during the German government’s rescue attempt.

Image:  
U.S. hostages in Iran

**November, 1979.** After the exiled Shah of Iran was admitted into the United States for medical treatment, angry Iranian students seized the U.S. embassy in Tehran and took scores of American diplomats hostage. Thirteen hostages were released shortly thereafter, but the others were held for over a year.

Image:  
Golden Temple Siege

**June, 1984.** In an effort to establish an independent state, Sikh terrorists seized the Golden Temple Shrine in Amritsar, India. Prime Minister Indira Gandhi ordered a military campaign to drive out the terrorists. Hundreds were killed.

Image:  
Pan Am Plane Crash

**December, 1988.** A bomb exploded on Pan American Airlines Flight 103 over Lockerbie, Scotland. All 259 people on board were killed. No one claimed responsibility; however, years later, two Libyan intelligence agents were convicted.

## Video Script 3

Image:  
Bomb Damage in Peru

**July, 1992.** “Shining Path,” an extremist offshoot of the Peruvian communist party, exploded two car bombs killing 24 people and wounding close to 200 in Lima, Peru. Its goal was to destroy Peruvian institutions and replace them with a peasant revolutionary regime.

Image:  
Tokyo Nerve Gas Attack

**March, 1995.** The terrorist group, Aum Shinrikyo, released nerve gas in a Tokyo subway station to head off a raid by the Japanese government. The terrorists killed eleven people and injured thousands.

Image:  
Oklahoma City Damage

**April, 1995.** A massive truck bomb destroyed the Murrah Federal Building in Oklahoma City, killing 166 men, women and children. Right-wing American extremists, Timothy McVeigh and Terry Nichols, claimed they were avenging the deaths of Branch Davidian cult members in Waco, Texas.

Image:  
Bomb Damage in U.K.

**June, 1996.** A truck bomb exploded at a Manchester, England shopping center, wounding over 200 people. No one claimed responsibility, but the blast followed a coded telephone warning, typical of the Irish Republican Army, which opposes British rule in Northern Ireland.

Image:  
 Hamas attack in Israel

**September, 1997.** Three suicide bombers of the Palestinian movement Hamas detonated bombs in the Ben Yehuda shopping mall in Jerusalem killing eight persons and wounding nearly 200. Hamas denies Israel’s right to exist.

Image:  
U.S. Embassies bombed

**August, 1998.** A bomb exploded at the rear entrance of the U.S. embassy in Nairobi, Kenya, killing 12 Americans and 279 Kenyans. At the same time, a bomb detonated outside the U.S. Embassy in Dar es Salaam in Tanzania, killing ten Tanzanians. The U.S. government holds Osama Bin Laden responsible.

Image:  
September 11, 2001

**September 11, 2001** was the deadliest terrorist attack in history. Osama Bin Laden’s terrorist organization Al Qaeda hijacked 4 commercial jets. Two of the planes were flown into the World Trade

## Video Script 4

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Center, another into the Pentagon, and the last plane crashed in rural Pennsylvania. Thousands of lives were lost. Innocent citizens of over 80 different nations were attacked and killed without warning, shocking the civilized world.

**Students:**

- Terrorists' intention is to hurt people.
- How do we stop terrorism?
- What can I do to stop terrorism?

**Narrator:**

That is the question being asked every day, by every person, in every nation. Sadly, we have yet to find the answer.

**What do you think?**

Image:  
September 11, 2001

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# Video Activities 1

**Standard:**

- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governments

**Grade Level:** 9 - 12

**Objectives:** The student will:

- ♦ develop knowledge of global terrorism
- ♦ define terrorism
- ♦ identify known terrorist organizations
- ♦ list countries where terrorist activities have occurred
- ♦ use critical thinking skills in forming opinions

**Time:** One class period

**Materials:** Video, copies of materials you intend to use.

**Procedures:**

Depending on your students, select the appropriate materials for the lesson intent. Copy the activity or lesson you intend to use. Show the video.

## Video Activities 2

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### Directions:

While viewing the video, ***Terrorism A War Without Borders***, answer the following questions:

- |  |  |
|--|--|
| 1. According to the video, what is the generally accepted definition of terrorism?                                     | 10. According to McVeigh and Nichols, why was the Murrah Federal Building in Oklahoma City bombed?                                     |
| 2. The term terrorism evolved during which phase of the French Revolution?   | 11. Why do investigators in England believe that the truck bomb that exploded in Manchester was the work of the Irish Republican Army? |
| 3. What are the most common tactics used by terrorists today?  | 12. What is the goal of Hamas?   |
| 4. What role does television play in helping terrorists achieve their goals?   | 13. What were bin Laden's first targets? Where were they located?  |
| 5. Why did members of the Black September terrorist group take 11 Israeli athletes hostage at the 1972 Olympic Games?  | 14. Why were the World Trade Center and the Pentagon targeted on September 11, 2001?   |
| 6. How did Iranian students react when the United States allowed the Shah of Iran into the U.S. for medical treatment? | After viewing the video, answer the following questions:   |
| 7. Who claimed responsibility for the bombing of Pan American flight 103?  | 1. What are the common tactics used by most terrorist organizations?   |
| 8. What was the goal of Shining Path in Peru in 1992?  | 2. What goals do the terrorist organizations have in common?   |
| 9. What group released nerve gas in the Tokyo subway in March 1995?  | 3. Do you think any of the groups has accomplished its goal?   |
|  | 4. Are there any common philosophies among the terrorist organizations?  |
|  | 5. Which regions of the world have been affected by terrorism?   |



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# Map Activities

**Standards:**

- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governments

**Grade Level:** 9 - 12

**Objectives:** The student will:

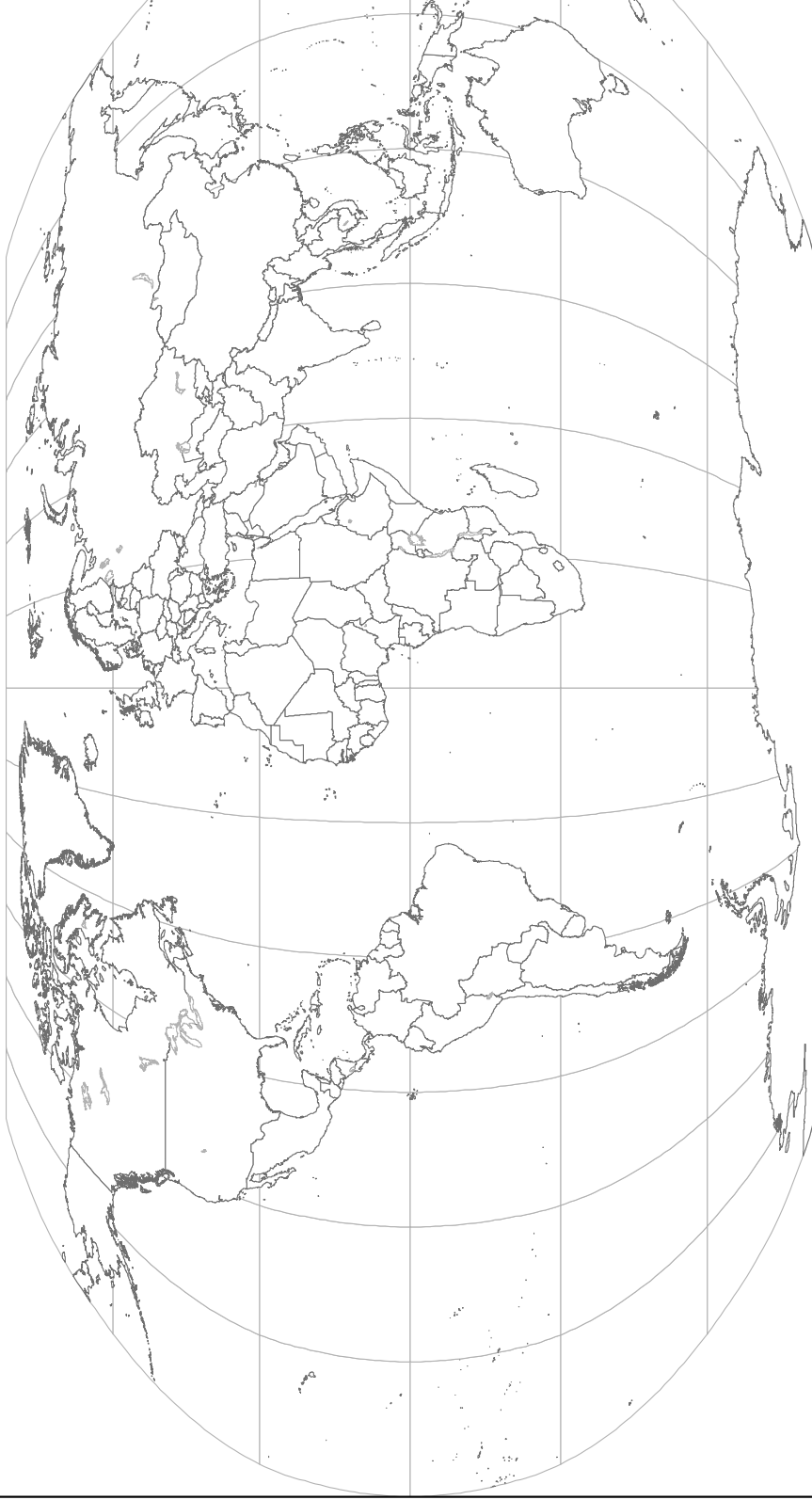
- ♦ utilize general map skills
- ♦ identify specific locations of terrorist activities
- ♦ explore cause and effect relationships

**Time:** 1-3 days

**Materials:** World map (blackline master)  
Access to internet and print resources  
Transparency of world map

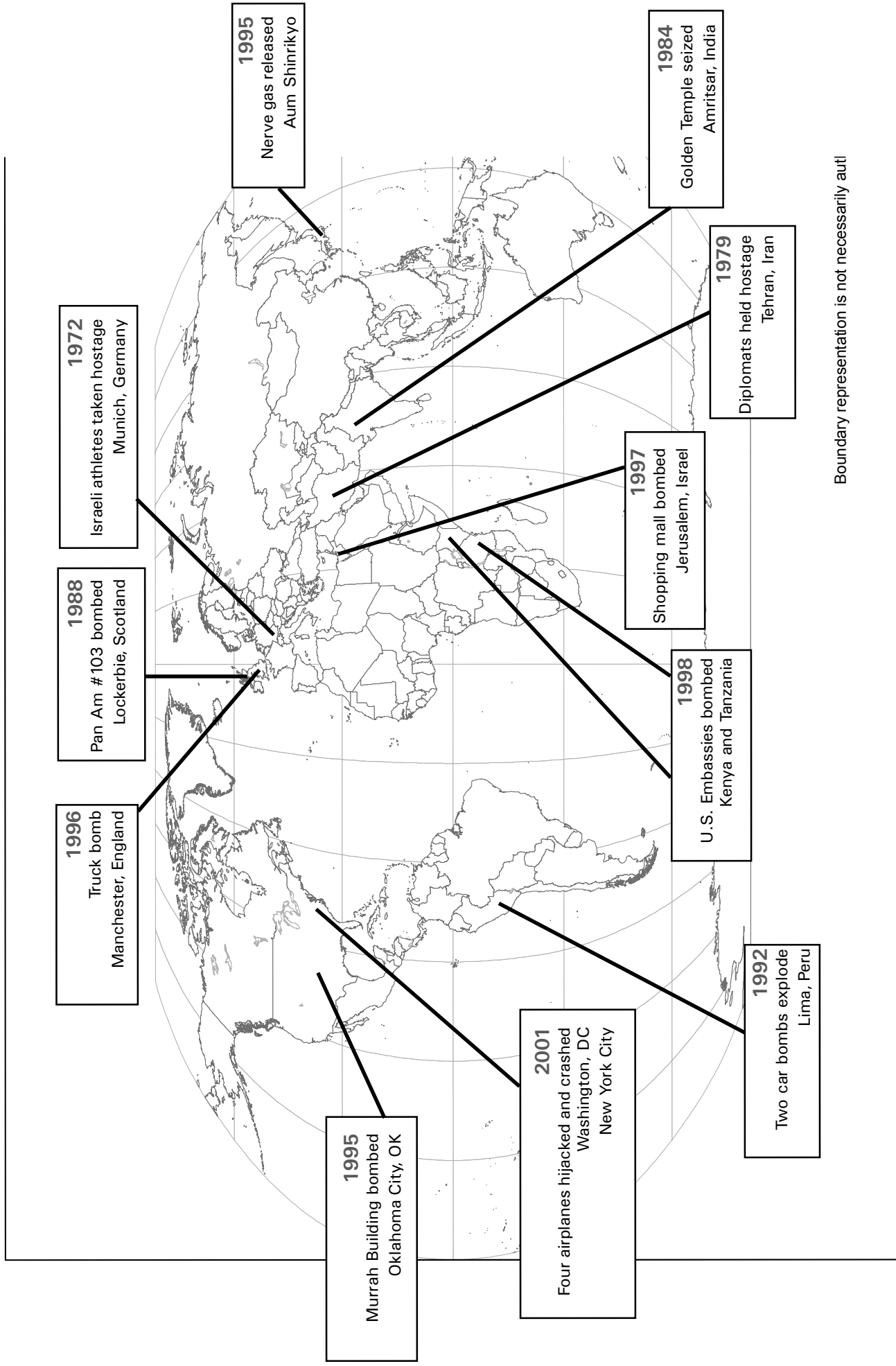
**Procedures:**

- 
1. Distribute a blank map to students.
  2. Make a transparency of the map to collect and display the responses of students during class presentations.
  3. Have students use their textbook, newspaper, Internet, or similar resources to identify terrorist activities and events other than those included in the video, ***Terrorism A War Without Borders***.
  4. Have students locate the following on the map of the globe:
    - ♦ the “home base” of the terrorist organization
    - ♦ the location of each terrorist event associated with that organization.
  5. The following can be done either as a class discussion or as an individual writing assignment.
    - a. How is the “home base” of the terrorist organization related to the location of the terrorist event? (Note: the basis for the relationship could be economic, political, cultural, religious, or racial/ethnic/tribal.)
    - b. Does there appear to be a pattern between the “home base” of the terrorist organization and the location(s) of the targets?
    - c. If there appears to be a pattern, describe the pattern.
    - d. What conclusions can be drawn from this pattern?



Boundary representation is not necessarily aut

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Boundary representation is not necessarily authoritative



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# Defining Terrorism 1

**Standards:**

- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governments

**Grade Level:** 9 - 12

**Objectives:** The student will:

- ♦ identify differing definitions of terrorism
- ♦ create his or her own working definition of terrorism

**Time:** 15-30 minutes

**Materials:** Copies of definitions of terrorism

**Procedures:**

Students will compare and contrast the varying definitions of terrorism as provided. After determining the similarities in the definitions students will write their own working definition of terrorism.

**Extension Activities:**

Survey other students or adults asking them to define terrorism. In chart form, report similarities and differences in the responses.

## Defining Terrorism 2 ---

### **Encyclopedia Britannica**

“The systematic use of terror (such as bombings, killings, and kidnappings) as a means of forcing some political objective. When used by a government, it may signal efforts to stifle dissent; used by insurrectionists or guerrillas, it may be part of an overall effort to effect desired political change.”

### **Webster’s II New Riverside University Dictionary**

“Systematic use of violence, terror, and intimidation to achieve an end.”

### **U.S. Department of State**

“Terrorism is premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine state agents, usually to influence an audience.”

### **Federal Bureau of Investigation (FBI)**

“Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.”

### **League of Nations Convention (1937)**

“All criminal acts directed against a State and calculated to create a state of terror in the minds of particular persons or group of persons or the general public.”

### **United Nations Resolutions Language (1999)**

“1. Strongly condemns all acts, methods, and practices of terrorism as criminal and unjustifiable, wherever and by whomsoever committed;

2. Reiterates that criminal acts intended or calculated to provoke a state of terror in the general public, a group of persons or particular persons for political purposes are in any circumstance unjustifiable, whatever the considerations of a political philosophical, ideological, racial, ethnic, religious or other nature that may be invoked to justify them.” (General Assembly Resolution 51/210, “Measures to eliminate international terrorism.”)

## Defining Terrorism 3

Definitions	Similarities	Differences
<b>Encyclopedia Britannica</b> <p>"The systematic use of terror (such as bombings, killings, and kidnappings) as a means of forcing some political objective. When used by a government, it may signal efforts to stifle dissent; used by insurrectionists or guerrillas, it may be part of an overall effort to effect desired political change."</p>		
<b>Webster's II New Riverside University Dictionary</b> <p>"Systematic use of violence, terror, and intimidation to achieve an end."</p>		
<b>U.S. Department of State</b> <p>"Terrorism is premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine state agents, usually to influence an audience."</p>		
<b>Federal Bureau of Investigation (FBI)</b> <p>"Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives."</p>		
<b>League of Nations Convention (1937)</b> <p>"All criminal acts directed against a State and calculated to create a state of terror in the minds of particular persons or group of persons or the general public."</p>		
<b>United Nations Resolutions Language (1999)</b> <p>"1. Strongly condemns all acts, methods, and practices of terrorism as criminal and unjustifiable, wherever and by whomsoever committed;</p> <p>2. Reiterates that criminal acts intended or calculated to provoke a state of terror in the general public, a group of persons or particular persons for political purposes are in any circumstance unjustifiable, whatever the considerations of a political philosophical, ideological, racial, ethnic, religious or other nature that may be invoked to justify them." (General Assembly Resolution 51/210, "Measures to eliminate international terrorism")</p>		

### My Definition of Terrorism:

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# Cooperative & Differentiated Learning Activities 1

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## Standards:

- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governments

**Grade Level:** 9 - 12

**Objectives:** The student will:

- ♦ develop knowledge of terrorism in the 20th century
- ♦ develop knowledge of global terrorism
- ♦ identify known terrorist organizations
- ♦ identify countries where terrorist activities have occurred
- ♦ use critical thinking skills in forming opinions
- ♦ have challenged learning opportunities

**Time:** 1-2 class periods, depending on students and time available

**Materials:** Graphic organizer

**Procedures:** Copy the Graphic organizer

## Directions:

Students will have an opportunity to work individually or as part of a team to research various terrorist attacks or groups. The research will be used to complete the Graphic organizer. After completing the Graphic organizer, each member of the group or individual will share the information with others. Select either the list of events provided or add other terrorist events.

## Extension Activities:

The information gathered for the Graphic organizer can be used as the basis for any of the following:

- ♦ a presentation to the entire class
- ♦ an article for a newspaper
- ♦ a letter to the editor
- ♦ a television or radio report
- ♦ a letter written from the view point of a victim or a terrorist
- ♦ a briefing to the Secretary of State
- ♦ a poster combining the information from the Graphic organizer using maps, pictures, diagrams, etc.
- ♦ an eye witness account of a terrorist event.



# Cooperative & Differentiated Learning Activities 2

## Activity 1: Graphic Organizer

### Directions

Students will research a specific terrorist group or incident to determine the following information to share with the class.

- ♦ Who is the terrorist group?
- ♦ What or who did the group target?
- ♦ When did the action take place?
- ♦ Where did the action take place?
- ♦ How was the attack carried out?
- ♦ What was the goal of the terrorist activity?

The students will analyze the research and use the above information to answer this question: How did the terrorist incident affect:

- ♦ Geography
- ♦ Economy
- ♦ Politics
- ♦ Culture
- ♦ Global connections

### Teacher notes:

Answers will vary depending on the students.

The following terrorist groups or incidents are mentioned in the video:

- ♦ **Israeli athletes taken hostage**  
Munich, Germany (1972)  
Black September
- ♦ **Diplomats held hostage**  
Tehran, Iran (1979)  
Iranian students
- ♦ **Seizure of the Golden Temple**  
Amritsar, India (1984)  
Sikhs
- ♦ **Pan American Flight 103 bombed**  
Lockerbie, Scotland (1988)  
Libyan agents

- ♦ **Two car bombs explode**  
Lima, Peru (1992)  
Shining Path
- ♦ **Nerve gas released**  
Tokyo, Japan (1995)  
Aum Shinri-kyo
- ♦ **Bombing of Murrah Building**  
Oklahoma City, OK (1995)  
McVeigh and Nichols
- ♦ **Truck bomb**  
Manchester, England (1996)  
Irish Republican Army
- ♦ **Suicide bombers**  
Jerusalem (1997)  
 Hamas
- ♦ **U.S. Embassy bombings**  
Kenya and Tanzania (1998)  
Osama bin Laden
- ♦ **Four airplanes hijacked**  
September 11, 2001  
Osama bin Laden

**For differentiated learning.** The following events may be added for challenged learning:

- ♦ **February 1993**--Car bomb explodes under World Trade Center  
Osama bin Laden
- ♦ **June 1996**--Truck bomb exploded outside US military housing facility in Dhahran, Saudi Arabia  
Unknown group
- ♦ **March 1999**--Eight tourists kidnapped and murdered in Uganda  
Rwandan Hutu rebels
- ♦ **October 2000**--Attack on USS Cole anchored in harbor in Yemen  
Osama bin Laden
- ♦ **July 2002**--Bomb exploded at Hebrew University in Jerusalem  
 Hamas

# Graphic Organizer on Terrorist Incidents 3

**Directions:**

For each column fill in the required information for a terrorist incident. Use separate sheets for multiple research.

Who is the terrorist group?	What or who did the group target?	When (year) did the action take place?	Where (city or country) did the action take place?	How was the attack carried out?	What was the goal of the terrorist action?

**How did the terrorist incident affect the following?**

Geography	Economy	Politics	Culture	Global Connections

## Cooperative & Differentiated Learning Activities 4

### Luck of the Draw

#### Directions:

Copy this page, cut each square and place it in a fish bowl or other container for the students to select their topic. Topic may be used for completing the Graphic organizer and Cooperative & Differentiated Learning Activity.

Israeli athletes taken hostage Munich, Germany (1972) Black September	U.S. Diplomats held hostage Tehran, Iran (1979) Iranian students
Seizure of the Golden Temple Amritsar, India (1984) Sikhs	Pan Am Flight 103 bombed Lockerbie, Scotland (1988) Libyan agents
Two car bombs explode Lima, Peru (1992) Shining Path	Nerve gas released Tokyo, Japan (1995) Aum Shinri-kyo
Bombing of Murrah Building Oklahoma City, OK (1995) McVeigh and Nichols	Truck bomb Manchester, England (1996) Irish Republican Army
Suicide bombers Jerusalem (1997) Hamas	Embassy bombings Kenya and Tanzania (1998) Osama bin Laden
Four airplanes hijacked, New York & Washington, (2001) Osama bin Laden	

# Research Unit 1 ---

## Standards:

- III. People, Places, and Environments
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance

**Grade Level:** 8 - 12

**Objectives:** The student will:

- ♦ classify specified groups as freedom fighters, terrorists, both or neither
- ♦ will correlate information from a variety of sources to assess the viability of a group's behavior

**Time:** 1-2 weeks

**Materials:** Instruction sheets, Poster Board/Large sheets of construction paper

## Procedures:

1. Have students form groups of 2-3 individuals
2. Distribute copies of "Research Unit 2" and "Research Unit 3"
3. Assign each student group one of the organizations listed in the instructions
4. Create a schedule of presentation times

## Research Unit 2

### Instructions:

1. Investigate the assigned group with your partners. Access high quality web sites and information available in the library.
2. Collect articles and include illustrations and photographs whenever possible. Pictures of members would be an appropriate addition.
3. Provide map(s) of areas with specific locations affected by your organization.
4. Develop a personality profile of a member--select a known leader or create an imaginary composite of a typical member.
5. Include an assessment of your organization. Are its members freedom fighters, terrorists, or something else? Is their cause a just one? Do the ends justify the means?
6. Organize your information according to the group attributes listed below.
7. Record all sources consulted and used. A bibliography must be submitted.
8. Place all written data (articles, etc.) into a binder
9. Prepare an exhibit that shows the attributes of your group. Include maps, pictures, etc. that you have collected. A display board (tri-fold) is recommended for this exhibit.

### Attributes:

1. Size
2. Leadership
3. Membership composition (rural, urban, male, female, young, old...)
4. Organizational structure (cells or cadres, contained within one nation or global, a self-appointed leader with designated lieutenants, no significant organized leadership...)
5. Ideological background (Maoist, Marxist, other revolutionary movements, writings of founder/leader...)
6. Targets (governments, urban vs. rural, rich vs. poor, foreigners...)
7. Methods (hostages, bombings, assassinations...)
8. Immediate goals (publicity, create a bargaining situation, provoke the government into counter-terrorism, punish a guilty party, acquire land...)
9. Support (sympathy for the group from political parties, churches, or others, any political support, assistance from other nations, other terrorist groups, or international organizations...)
10. Results (accomplishment of goals, government repression, condemnation by other nations and/or international organizations, diminished influence or increased acceptance...)

**Analysis:** Assess the future of the group. Will it achieve its goals or fail?

## Research Unit 3 ---

### Groups for Research Unit

- ◆ Aum Shinrikyo
- ◆ Shining Path (Sendero Luminoso)
- ◆ Irish Republican Army (IRA)
- ◆ Falun Gong
- ◆ Basque Fatherland and Liberty  
(Euskadi Ta Askatasuna --ETA)
- ◆ Kurds (Kurdish Workers Party--PKK)
- ◆ Palestine Liberation Organization (PLO)
- ◆ Hezbollah
- ◆ Sikh Separatists
- ◆ Tamil Tigers  
(Liberation Tigers of Tamil Eelam--LTTE)
- ◆ Zapatista National Liberation Army  
(Ejercito Zapatista de Liberacion Nacional--EZLN)
- ◆ Revolutionary Armed Forces of Colombia  
(Fuerzas Armadas Rvolucionarias de Colombia--  
FARC)
- ◆ Abu Sayyaf
- ◆ Hamas (Islamic Resistance Movement)
- ◆ Al Qaeda

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## Related Websites

### Web Sites for the War on Terrorism

#### U.S. Government Sources

- ♦ <http://www.state.gov>: U.S. Department of State homepage
- ♦ <http://www.state.gov/s/ct>: Counterterrorism Office of the U.S. Department of State
- ♦ <http://www.state.gov/s/ct/rls/pgtrpt>: U.S. Department of State's annual report on "Patterns of Global Terrorism"
- ♦ <http://www.state.gov/coalition/>: Diplomacy and the global campaign against Terrorism
- ♦ <http://www.state.gov/secretary/rm/2002>: The Secretary of State's speeches and remarks
- ♦ <http://www.whitehouse.gov/response/index.html>: The President's responses to terrorism
- ♦ <http://www.defenselink.mil>: The U.S. Department of Defense
- ♦ <http://www.state.gov/coalition/cr/fs/5048.htm>: Fact sheet for students on September 11 terrorist attacks
- ♦ <http://www.state.gov/g/drl/rls/hrrpt>: Country Reports on Human Rights Practices submitted annually by the U.S. Department of State to the U.S. Congress
- ♦ <http://www.state.gov/r/pa/ho/pubs/fs/5902.htm>: Chronology of significant terrorist incidents from 1961 until 2001
- ♦ <http://www.state.gov/r/pa/ei/bgn/>: Background Notes providing information on individual countries
- ♦ <http://www.cia.gov/cia/publications/factbook>: The World Factbook produced by the Central Intelligence Agency

#### Non-Governmental Sources

- ♦ <http://www.hrw.org>: Human Rights Watch
- ♦ <http://www.amnesty.org>: Amnesty International

#### Media Sources

- ♦ <http://www.nytimes.com>: New York Times
- ♦ <http://www.washingtonpost.com>: Washington Post
- ♦ <http://www.bbc.co.uk>: The BBC
- ♦ <http://www.cnn.com>: CNN
- ♦ <http://www.msnbc.com>: MSNBC

Note: Links to websites outside the U.S. Federal Government or the use of trade, firm, or corporation names within this publication are for the convenience of the user. Such links do not constitute an official endorsement of approval by the U.S. State Department of any private sector website, product, or service.

## Teacher's Notes

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## PROGRAM EVALUATION AND COMMENTS

Please rate the quality and instruction value of *Terrorism A War Without Borders* and instructional materials. 1 = "needs work" and 5 = "excellent job"

VIDEO	Rating	Scale
♦ Quality of format and presentation	1	2 3 4 5
♦ Quality of content	1	2 3 4 5
♦ Appeal to your students	1	2 3 4 5

VIDEO AND PRINT MATERIALS

♦ Compliments my course content	1	2 3 4 5
♦ Reinforces key concepts and skills	1	2 3 4 5
♦ Consistent with and supports school/district/state curriculum and performance standards	1	2 3 4 5
♦ Appropriateness for the age, grade, and ability of your students	1	2 3 4 5
♦ Encourages student interaction and discussion	1	2 3 4 5
♦ Challenges students to apply critical thinking and reasoning skills	1	2 3 4 5

PRINT MATERIALS AND RESOURCES

♦ Print and resource materials effectively support and expand the instructional value of the video	1	2 3 4 5
♦ Provides a range of activities and resources that complement various learning styles and ability levels	1	2 3 4 5
♦ Offers suggestions for enrichment activities	1	2 3 4 5
♦ Includes varied use of print, visual, and electronic resources	1	2 3 4 5

Please rate the quality and content of specific elements of this instructional package.

ELEMENT	Rating	Scale
♦ Video	1	2 3 4 5
♦ Script	1	2 3 4 5
♦ Vocabulary / Glossary lists	1	2 3 4 5
♦ Time line	1	2 3 4 5
♦ Map(s)	1	2 3 4 5
♦ Suggested lessons	1	2 3 4 5
♦ Case studies	1	2 3 4 5
♦ Questions for discussion	1	2 3 4 5
♦ Internet resources	1	2 3 4 5
♦ Background information	1	2 3 4 5

These materials are part of a continuing series. In order for the materials to be of high quality and effective for classroom use, you are invited to offer comments and suggestions on the overall quality and content of the (video title) instructional package. These will be considered as future programs are developed.

1. Are there specific materials or activities that you would like to see included in future video and print instructional packages?
2. What suggestions do you have that would make the video and print materials in this instructional package more effective for your classroom?
3. Are there elements of this instructional package that you would eliminate in future packages?
4. Are there elements of this instructional package that you would enhance in future packages?
5. General comments on the overall package or specific items in the package.

Thank you for your comments and suggestions. We hope that you found this instructional package a useful tool for your classroom and will make use of future programs.

Please fold and seal this form so the mailing address is visible!

**TerrorismA WarWithoutBorders♦TerrorismA WarWithoutBorders**

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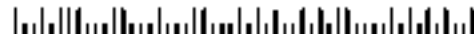
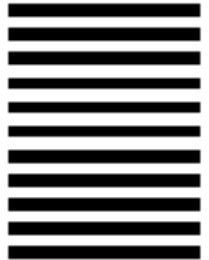
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